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ABSTRACT

Forty-two representative South Carolina high schools were surveyed via similar, group administered questionnaires in 1966-67 (5,400 sophomore students) and again in 1969-69 (4,376 senior students) to determine: (1) the aspirations and expectations of South Carolina youth with regard to occupation, education, marriage and family size, future residence, military service, and related items; (2) differences in these aspirations between students classified by color and sex, by size of school, and by type of school guidance program; and (3) changes in these aspirations and expectations between the sophomore and senior year (3,497 paired responses). Results revealed: (1) great disparity between expressed occupational aspirations and actual employment opportunities; (2) generally high educational aspirations with those of the nonwhite students being somewhat lower and more technically oriented; (3) a high student regard for marriage (93.7 percent desired marriage; 43.1 percent of the males did not want their future wives to work; and only 7.2 percent of the females expressed a desire to work); (4) high urban aspirations (50 percent wanted to live in the city, and more nonwhites than whites wished to live in the city); and (5) slightly more than 1/3 of the senior students had never consulted a guidance counselor, while 1 in 5 of the white students and 2 in 5 of the nonwhite students had found counselors to be very helpful. (JC)

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ASPIRATIONS, EXPECTATIONS, and ATTITUDES OF SOUTH CAROLINA HIGH SCHOOL STUDENTS

VIRLYN A. BOYD

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September 1970

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Appreciation is expressed to the many individuals whose cooperation made this research effort possible. Included in this group are my colleagues in Southern Regional Technical Committee S-61 who cooperatively developed the project and research procedures to be used.

It goes without saying that it would have been impossible to conduct the research without the cooperation of the officials, teachers, and especially the subject students in the schools included in the study.

Also, gratitude is expressed to my fellow workers in the Department of Agricultural Economics and Rural Sociology and to the personnel of the Clemson University Computer Center for their counsel and assistance in editing, coding, tabulating, typing and other chores that contribute to the completion of such an effort.

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ASPIRATIONS, EXPECTATIONS, AND ATTITUDES OF SOUTH CAROLINA HIGH SCHOOL STUDENTS

Virlyn A. Boyd[1/]

This is one of a series of reports based on a research project relating to educational and occupational aspirations and expectations of a state-wide sample of South Carolina high school students. This initial report consists of two parts. The first section includes a statement of the methodology and procedures used in the study while the second part consists of a summarization of the answers given by students to a series of questions about their educational and occupational hopes and plans for the future along with answers to questions on such related topics as their aspirations about marriage and family, their attitudes about military service, and about where they would like to live the rest of their lives. Publication of more detailed analysis of specific items is planned for a later date.

The study on which this report is based is a contributing project to Southern Regional Cooperative Project S-61, "Human Resource Development and Mobility in the Rural South." Other states participating in this phase of the S-61 project are Alabama, Georgia, Louisiana, Mississippi, and Texas.

Purpose of the Study

The study has these objectives: (1) to determine the aspirations

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and expectations of South Carolina youth with regard to occupation, education, marriage and family size, future residence, military service, and related items; (2) to determine differences in these aspirations between students classified by color and sex, by size of school, and by type of guidance program in the school; and (3) to determine changes in these aspirations and expectations between the sophomore and senior year.

Methodology

This project was designed by representatives of the cooperating states mentioned above. A uniform questionnaire was devised to be used in all the cooperating states. Insofar as possible, the administration of the questionnaire was uniform. But, some variation was necessary within and between the states to meet the needs of the various schools in which the study was conducted.

Sample

A representative sample of students in public high schools in South Carolina was drawn. The school was the sampling unit and they were stratified by size of school and color of students. Size was determined by the number of tenth graders enrolled in the school year 1965-1966. Color was determined by whether the students were (1) all nonwhite or (2) all white or predominantly white. At the time the study was initiated, most of the high schools in South Carolina were being operated under the so-called "freedom of choice" method of assigning pupils to schools by race. The sample as drawn included all the tenth-grade students enrolled in 42 high schools located in 26 of the 46 counties in the state. See Figure 1 for the approximate location of these schools. Twenty-five of the schools were classified as predominantly white and 17 as nonwhite.

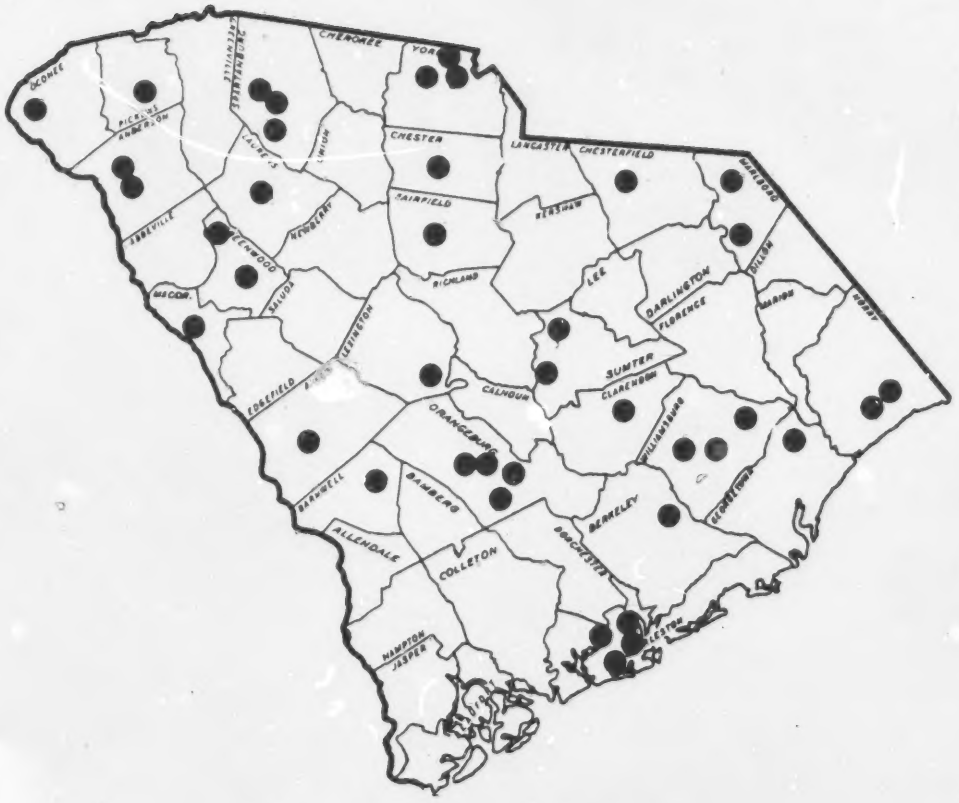

Figure 1.--Location of Sample Schools

An alternate list of schools was selected in the event some of the schools in the original sample could not be used. Three of these alternate schools were used to replace sample schools located in one county in which the county superintendent of schools did not grant permission for the study to be conducted. Except for this one instance, school officials were most cooperative.

Administration of the Questionnaire

The questionnaire was administered in as uniform a manner as possible in participating schools during the school year 1966-67. Differences were made in the arrangements depending on the physical facilities and the wishes of the officials of the sample schools. When possible, the questionnaire was read to all the tenth-graders in a particular school at one time. In cases where this was impossible or undesirable, the questionnaire was administered to all the students enrolled in the tenth-grade English classes as these classes met during the school day. No attempt was made to contact students who were absent from school on the day of the interview. A total of 5,400 usable questionnaires was obtained from the students in their sophomore year (see Table 1).

During the school year 1968-1969, the identical questionnaire plus some additional questions on the students' work experience and their appraisal of their guidance counseling were administered to the seniors in the same group of schools. Three of the forty-two schools had been consolidated since the first contact but with the cooperation of officials of the new schools, the questionnaires were administered to the

Table 1.--Distribution of Sophomore Sample, Senior Sample, and Paired Sample by Color and Sex of Student

Color and Sex of Students	Sophomore Sample 1966-67	Senior Sample 1968-69	Paired Sample
All Students			
Total	5,400	4,376	3,497
Male	2,619	2,150	2,659
Female	2,781	2,226	1,838
White Students			
Total	3,589	2,974	2,419
Male	1,799	1,510	1,190
Female	1,790	1,464	1,229
Nonwhite Students			
Total	1,811	1,402	1,078
Male	820	640	469
Female	991	762	609

sample students in their new schools. This senior contact resulted in 4,376 usable questionnaires.

In neither the sophomore nor the senior contact was any attempt made to contact the students who were absent from school on the day of the interview. Also, in both cases a small number of students other than sophomores or seniors were interviewed because they were in sophomore or senior English classes. In addition to the total sophomore and senior samples, it was possible to identify 3,497 cases of paired questionnaires where the same student has answered the questions first as a sophomore and then as a senior. Use of these data made possible the study of the dynamics of aspirations and expectations. The distribution of these samples by color and sex is shown in Table 1.

Completion of the questionnaires by the students was on a purely voluntary basis but only a very few students failed to finish their questionnaires to the point of usability. However, a number of them did choose not to provide their names and addresses and therefore, precluded their being used in the paired sample.

Purpose of This Report

The purpose of this report is to summarize the data obtained at the sophomore and senior contacts with the sample students. Subsequent reports will present more detailed analysis of these data as well as that of the paired sample.

OCCUPATIONAL ASPIRATIONS

The occupational status orientations of young people have been the object of much research activity in the last two decades. This study was designed to measure both occupational aspirations (what the students desired to do) and expectations (what the students expected that they would do). This distinction between aspirations and expectations has been discussed in detail by Kuvlesky and Bealer.[2/]

The analysis of occupational aspirations in this study was based on the answers given by the students to the question, "If you were completely free to choose any job, what would you desire most as a lifetime job?" The students were instructed to be as specific as possible in answering the question. They were directed to give the exact job rather than to make some general comment like "work for X Company". The answers were edited and coded into categories compatible with the occupational classification system used by the U. S. Bureau of the Census.[3/]

The major modification of this Census system was that such occupations as professional athletes, entertainers, airline stewardesses, etc. were classified as "glamour". Military occupations are shown as a separate category. It should be kept in mind that the Census data given in this report excluded military personnel. The number of students indicating military occupational aspirations is so small that it has a negligible effect on the distributions shown here.

2/ Kuvlesky, William P. and Bealer, Robert C. "A Classification of the Concept of Occupational Choice," Rural Sociology, 31 (September 1966).

3/ U. S. Bureau of the Census, "1960 Census of Population, Classified Index of Occupations and Industries," U. S. Government Printing Office, Washington, D. C., 1960.

Male Occupational Aspirations

The occupational aspirations of white and nonwhite males for both the sophomore and senior contact is shown in Table 2. Also in this table, the distribution of male employed persons in South Carolina as reported in the 1960 U. S. Census of Population is presented.

Several striking differences are noticed between the occupational aspirations of high school students and the actual distribution of employed workers in 1960. For example, while only 7.8 percent of white male employed workers were classified by the Census as professional or technical workers, 46.0 percent of the white male seniors aspired to such occupations. Classifications of managers, clerical and sales workers, craftsmen and foremen, operatives, service workers, and laborers were desired as occupations less frequently than they appeared among the employed workers in 1960. That only 1.7 percent of the white males aspire to be operatives while that occupational group accounted for 25.3 percent of white male employed workers in 1960 denotes a pronounced disparity between aspirations and actual conditions in the labor market.

Similar disparities are noted for the nonwhite males except that the occupations classified as craftsmen and foremen are more popular with this group. Although 39.6 percent of the nonwhite male employed workers were classified as laborers in 1960, only 0.3 percent of the nonwhite males listed laborer as their most desired occupation.

Table 2.--Percentage Distribution of Male High School Sophomores (1966-67), Seniors (1968-69) and Male Employed Workers (1960) by Occupational Aspiration or Employment and Color, South Carolina

Occupation	White Males			Nonwhite Males		
	Sophomore	Senior	South Carolina*	Sophomore	Senior	South Carolina*
Total (Number)	2,619	1,510	363,193	820	640	145,963
Professional and Technical	46.7	46.0	7.8	39.6	33.9	2.3
Managers	8.4	11.9	18.2	6.1	7.0	13.6
Clerical, Sales	3.2	4.6	14.5	3.9	7.5	1.8
Craftsmen and Foremen	15.5	10.8	21.4	19.0	22.2	9.0
Operatives	4.2	1.7	25.3	5.6	6.1	20.5
Service Workers	1.6	1.9	3.4	2.2	2.5	9.0
Laborers	0.5	-	6.1	1.3	0.3	39.6
Glamour	9.1	16.8	-	8.1	10.8	-
Military	5.3	2.8	-	6.1	2.8	-
No Answer	5.5	3.6	3.3	8.1	6.9	4.2

* Source: U. S. Bureau of the Census. "U. S. Census of Population, 1960. Volume I, Characteristics of the Population." Part 42, South Carolina.

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Female Occupational Aspirations

Wide disparities also exist between the occupational aspirations of the female seniors and the occupational classifications of female employed workers in 1960 (Table 3). A disproportionately large number (43.9 percent of the white females and 36.5 percent of the nonwhite females) aspire to professional and technical occupations. One-third of the nonwhite females aspire to be clerical or sales workers while 1.5 percent of the nonwhite female employed workers were so classified in 1960.

On the other hand, two-thirds of the nonwhite female employed workers were classified as service workers in 1960 but only 12.1 percent of the nonwhite female seniors aspired to jobs in this category.

Among the white female seniors, as was the case with their male counterparts, almost none (0.3 percent) aspired to occupations classified as operatives while over one-third of the white female employed workers were in this category.

For both males and females, white and nonwhite, these data indicate that many of the high school students will be unable to realize their aspirations because of the wide differences between these and the actual occupations available in the state.

Table 3.--Percentage Distribution of Female High School Sophomores (1966-67), Seniors (1968-69), and Female Employed Workers (1960) by Occupational Aspiration or Employment and Color, South Carolina

Occupation	White Females			Nonwhite Females		
	Sophomore	Senior	South Carolina*	Sophomore	Senior	South Carolina*
Total (Number)	2,781	1,464	199,186	991	762	95,391
Professional and Technical	49.8	43.9	12.7	48.5	36.5	7.6
Managers	1.0	1.1	4.3	0.7	0.8	3.2
Clerical, Sales	23.9	23.0	32.9	23.9	33.3	1.5
Craftsmen and Foremen	0.3	0.2	1.1	0.7	0.5	0.3
Operatives	1.2	0.3	35.3	2.3	3.4	7.5
Service Workers	13.0	9.9	8.3	13.9	12.1	62.8
Laborers	0.1	-	1.8	0.3	0.1	12.9
Glamour	8.5	20.0	-	6.2	10.8	-
Military	1.2	0.1	-	1.9	0.7	-
No Answer	1.1	1.4	3.7	1.5	1.8	4.1

* Source: U. S. Bureau of the Census. "U. S. Census of Population, 1960. Volume I, Characteristics of the Population." Part 42, South Carolina.

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EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

One of the purposes of the overall research project, of which this is a part, is to determine the level of knowledge young people have about the world of work and how realistic they are in their aspirations. The relationship of their educational and occupational aspirations is one way to determine this. For example, a person who wants to be a physician but aspires to only a high school education is either ignorant of, or unrealistic about, occupational requirements. This section presents data on the educational aspirations and expectations of the students as well as related data on the level of education of the fathers of the students.

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Schooling Desired

The following question was used to determine educational aspirations:

"If you could have as much schooling as you desired, which of the following would you do?" (Circle one number):

1. Quit school right now
2. Complete high school
3. Complete a business, commercial, electronics, or some other technical program after finishing high school.
4. Graduate from a junior college (2 years)
5. Graduate from a college or university
6. Complete additional studies after graduating from a college or university.

Examination of the data in Table 4 reveals that high school seniors in South Carolina have relatively high educational aspirations. Almost two-thirds of the students expressed the desire to go to college with 29.5 percent indicating the desire to enter graduate school. A somewhat higher proportion of whites than of nonwhites expressed educational aspirations at these levels. The major racial difference was observed at the vocational and technical school level with 31.3 percent of nonwhites but only 23.7 percent of whites indicating this type of school as their educational goal. The proportion of students indicating no desire for any education beyond high school (quit now and finish high school) ranged from 6.6 percent of the white males to 11.0 percent of the white females. Only 22 students indicated that they were remaining in high school against their wishes. Nineteen of these were white and three nonwhite.

Changes in desired education from sophomore to the senior year was primarily a reduction in the proportion who indicated that they wanted to terminate their education when they finished high school. This change could have been brought about by the fact that those pupils who had dropped out of school during the period between the two surveys had relatively low educational aspirations.

Table 4.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Educational Aspirations, Color, and Sex

Students by Color and Sex	Number of Students	Educational Aspirations						
		Quit Now	High School	Voc School	Junior College	4-Year College	Grad School	No Answer
SENIOR SAMPLE								
All Students								
Total	4,376	0.5	8.4	26.1	7.2	27.8	29.5	0.5
Male	2,150	0.5	7.2	23.9	5.1	29.8	33.2	0.5
Female	2,226	0.5	9.7	28.3	9.2	25.9	26.0	0.4
White Students								
Total	2,974	0.6	8.1	23.7	6.4	30.9	30.0	0.2
Male	1,510	0.5	6.1	21.1	4.3	32.3	35.6	0.1
Female	1,464	0.8	10.2	26.4	8.5	29.5	24.3	0.3
Nonwhite Students								
Total	1,402	0.2	9.1	31.3	8.8	21.1	28.5	0.9
Male	640	0.3	9.7	30.6	6.9	23.8	27.5	1.3
Female	762	0.1	8.7	31.9	10.5	18.9	29.3	0.7
SOPHOMORE SAMPLE								
All Students								
Total	5,400	0.7	11.5	24.0	6.7	29.2	27.4	0.5
Male	2,619	0.9	11.2	22.4	6.5	29.9	28.5	0.6
Female	2,781	0.6	11.8	25.6	6.9	28.6	26.3	0.3
White Students								
Total	3,589	1.0	10.6	23.4	6.5	33.0	25.1	3.6
Male	1,799	1.2	10.4	20.1	6.0	33.8	28.1	0.5
Female	1,790	0.9	10.8	26.7	7.2	32.2	22.0	0.3
Nonwhite Students								
Total	1,811	0.2	13.2	25.3	6.9	21.7	32.0	0.7
Male	820	0.4	12.9	27.4	7.6	21.2	29.5	1.0
Female	991	-	13.4	23.5	6.4	22.1	34.1	0.5

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Schooling Expected

From an examination of the data in Table 5 it can be seen that the level of educational expectations is below the level of educational aspirations. For example, while 29.5 percent of the senior students expressed the desire to attend graduate school, only 11.9 expected to do so. At the other extreme, only 8.4 percent indicated that they desired to terminate their education upon graduation from high school but 17.6 percent expected that this would be the case.

It has already been determined that of the students for whom we have data both in the sophomore and senior years, half changed their educational aspirations during high school.[4/] Of those who changed, half increased and half decreased their aspirations.

4/ Boyd, Virlyn A. and Lytle, John S. "Changes in Educational Aspirations from Sophomore Year to Senior Year of a State-Wide Sample of South Carolina High School Students." Proceedings, Rural Sociology Section, Association of Southern Agricultural Workers, Memphis, 1970.

Table 5.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Educational Expectations, Color, and Sex

Students by Color and Sex	Number of Students	Educational Expectations						
		Quit Now	High School	Voc School	Junior College	4-Year College	Grad School	No Answer
SENIOR SAMPLE								
All Students								
Total	4,376	0.1	17.6	30.3	8.1	31.3	11.9	0.9
Male	2,150	0.2	15.5	28.4	7.5	31.9	15.4	1.0
Female	2,226	-	19.5	32.0	8.6	30.7	8.4	0.7
White Students								
Total	2,974	-	17.6	27.2	7.8	35.4	11.7	0.3
Male	1,510	-	13.4	26.4	7.6	35.6	16.6	0.3
Female	1,464	-	21.8	27.9	8.1	35.2	6.7	0.3
Nonwhite Students								
Total	1,402	0.3	17.6	36.8	8.6	22.5	12.2	2.1
Male	640	0.6	20.5	33.1	7.3	23.1	12.7	2.7
Female	762	-	15.2	39.9	9.6	21.9	11.8	1.6
SOPHOMORE SAMPLE								
All Students								
Total	5,400	0.4	23.0	24.3	8.3	31.3	11.9	0.8
Male	2,619	0.5	23.3	22.4	7.9	32.7	12.5	0.8
Female	2,781	0.3	22.7	26.1	8.7	30.0	11.4	0.8
White Students								
Total	3,589	0.5	22.5	23.4	8.7	34.4	9.9	0.6
Male	1,799	0.6	22.3	20.5	8.2	36.3	11.4	0.7
Female	1,790	0.4	22.7	26.3	9.2	32.5	8.4	0.4
Nonwhite Students								
Total	1,811	0.2	24.0	26.2	7.5	25.1	15.9	1.2
Male	820	0.2	25.5	26.6	7.3	24.8	14.9	0.7
Female	991	0.1	22.7	25.8	7.7	25.4	16.7	1.5

Formal Education of Father

It was felt that the educational aspirations of the student would be influenced by the level of formal education of the parents. For that reason the following question was asked:

> "What was the highest school grade completed by your father and mother?" (Circle one number for father and one number for mother).

Father		Mother
1	Did not go to school	1
2	Grade 1-7	2
3	Eighth Grade	3
4	Some high school but didn't graduate	4
5	Graduated from high school	5
6	Went to Vocational School after graduating from high school	6
7	Some college but didn't graduate	7
8	College graduate (4 years)	8
9	Don't know	9

The answers given by the students relating to their fathers' education are shown in Table 6. As expected, the level of formal education for nonwhite fathers was below that of white fathers. The high proportion of nonwhites in the "don't know or no answer" category is probably a reflection of the unstable family situation among the nonwhite population.

Table 6.--Percentage Distribution of South Carolina High School Seniors (1968-69) by Highest Grade Completed by Father, Color, and Sex

Students by Color and Sex	Number of Students	Highest School Grade Completed by Father								Don't Know or No Answer
		No School	Grade 1-7	Eighth Grade	Some High School	High School Graduate	Voc School	Some College	College Graduate	
All Students										
Total	4,376	1.0	15.3	7.7	20.2	18.5	4.3	7.0	11.9	14.3
Male	2,150	1.0	16.0	6.9	19.9	19.0	4.4	7.3	12.1	13.4
Female	2,226	0.9	14.6	8.4	20.4	17.9	4.2	6.6	11.7	15.1
White Students										
Total	2,974	0.5	11.9	7.4	18.6	22.8	5.4	9.3	15.5	8.7
Male	1,510	0.6	12.3	7.0	18.1	23.2	5.4	9.5	15.7	8.2
Female	1,464	0.5	11.5	7.7	19.1	22.3	5.3	9.2	15.3	9.2
Nonwhite Students										
Total	1,402	1.9	22.6	8.3	23.6	9.3	2.0	2.0	4.3	26.0
Male	640	1.9	24.8	6.6	24.2	9.1	1.9	2.3	3.6	25.6
Female	762	1.8	20.7	9.7	23.1	9.6	2.1	1.7	4.9	26.4

FAMILY-RELATED ASPIRATIONS AND ATTITUDES

Several questions concerning aspirations and attitudes relating to marriage and the family were included in the questionnaire. These range from inquiries on dating habits to attitudes of both males and females toward wives working. Data obtained from these questions are presented in the following section.

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Dating Habits

The question concerning dating habits was phrased as follows:

"Which of the following statements best describes you?" (Circle one number):

1. I am married
2. I am engaged
3. I go steady
4. I date often but do not go steady.
5. I date very seldom or never.

Only 1.5 percent of the seniors reported that they were already married (Table 7). Some schools still do not allow students to remain in school after marriage. Many other students drop out voluntarily when they get married. Voluntary withdrawal is especially frequent in cases of pre-marital pregnancy. For these reasons, the proportion of students married would be less than that of the population as a whole. As would be expected, the percentage of female students already married exceeded that of males, with more whites than nonwhites married and still in school.

The highest proportion of engaged students was reported among white females (12.8) and the lowest by nonwhite males (1.3). There was very little variation by color or sex of those who reported that they were going steady. The range was from 25.8 percent for nonwhite males to 27.6 percent for nonwhite females. Nonwhite females reported the highest proportion (34.8 percent) who date seldom or never. It is recognized that terms such as "go steady" or "date often" have different meanings for different people. The questionnaire was administered so that each student would use his own interpretation of these terms.

Expected changes between sophomore and senior students were observed with increases in the proportion of students already married, engaged, going steady, and dating often and a corresponding decrease in those who reported that they dated seldom or never.

Table 7.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Dating Habits, Color, and Sex

Students by Color and Sex	Number of Students	Dating Habits					
		Married	Engaged	Go Steady	Date Often	Date Seldom or Never	No Answer
SENIOR SAMPLE							
All Students							
Total	4,376	1.5	7.3	27.1	41.0	22.4	0.8
Male	2,150	1.0	4.0	26.7	46.4	21.1	0.9
Female	2,226	2.0	10.5	27.4	35.7	23.6	0.8
White Students							
Total	2,974	1.8	8.9	27.2	41.3	20.0	0.7
Male	1,510	1.4	5.1	27.1	43.4	22.2	0.8
Female	1,464	2.3	12.8	27.3	39.0	17.8	0.7
Nonwhite Students							
Total	1,402	0.7	3.8	26.7	40.4	27.3	1.1
Male	640	-	1.3	25.8	53.4	18.4	1.1
Female	762	1.3	5.9	27.6	29.4	34.8	1.0
SOPHOMORE SAMPLE							
All Students							
Total	5,400	0.3	1.3	19.0	32.1	46.1	1.3
Male	2,619	0.5	0.8	15.0	33.4	48.7	1.6
Female	2,781	0.1	1.7	22.8	30.7	43.6	1.1
White Students							
Total	3,589	0.2	1.6	20.2	34.2	42.5	1.3
Male	1,799	0.3	1.1	14.5	33.1	49.2	1.8
Female	1,790	0.1	2.1	25.9	35.3	35.8	0.8
Nonwhite Students							
Total	1,811	0.4	0.6	16.7	27.8	53.1	1.4
Male	820	0.7	0.2	16.1	34.1	47.6	1.2
Female	991	0.1	0.9	17.2	22.5	57.7	1.6

Marriage Plans

Marriage is generally accepted as a goal by South Carolina high school students (Table 8).

The question, "Do you want to get married someday?", was answered in the affirmative by 93.7 percent of the total senior sample. The range of affirmative answers was from 87.7 percent for nonwhite males to 96.4 percent for white females. Conversely, 11.7 percent of the nonwhite males but only 1.1 percent of the white females indicated that they did not want to get married. Among both whites and nonwhites, a higher proportion of females than males indicated that they wanted to get married.

The major change between the sophomore and senior year was that the proportion expressing the desire to get married increased in all groups except the white females.

Table 8.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Marriage Plans, Color, and Sex

Students by Color and Sex	Number of Students	Marriage Plans			
		Yes	No	Already Married	No Answer
SENIOR SAMPLE					
All Students					
Total	4,376	93.7	4.5	1.5	0.4
Male	2,150	91.2	7.3	1.0	0.5
Female	2,226	96.0	1.8	2.0	0.2
White Students					
Total	2,974	94.5	3.3	1.8	0.3
Male	1,510	92.7	5.4	1.4	0.5
Female	1,464	96.4	1.1	2.3	0.2
Nonwhite Students					
Total	1,402	91.9	7.0	0.7	0.4
Male	640	87.7	11.7	-	0.6
Female	762	95.4	3.0	1.3	0.3
SOPHOMORE SAMPLE					
All Students					
Total	5,400	92.0	7.2	0.2	0.6
Male	2,619	87.3	11.5	0.3	0.9
Female	2,781	96.4	3.2	0.1	0.3
White Students					
Total	3,589	96.1	6.7	0.2	0.6
Male	1,799	87.7	11.1	0.3	0.9
Female	1,790	97.3	2.3	0.2	0.3
Nonwhite Students					
Total	1,811	91.0	8.3	0.2	0.5
Male	820	86.5	12.6	0.2	0.7
Female	991	94.8	4.8	0.1	0.3

Number of Children Wanted

Those students who indicated that they wanted to get married were also asked how many children they (1) wanted and (2) expected to have in their family. The data for the number of children wanted are shown in Table 9.

One third of all the senior students indicated that they wanted four or more children in their families. Of the white male students, only 23.1 percent wanted four or more children while 41.2 percent of the white females wanted this number of children. Of the nonwhite students, 32.7 percent of the females but 40.5 percent of the males expressed the desire for four or more children.

On the other hand, the percentage of students indicating that they wanted two or three children ranged from a high of 65.6 for the white males to a low of 45.4 for the nonwhite males. The data consistently indicate that the nonwhite males desire larger families than do the nonwhite females.

Table 9.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Number of Children Wanted, Color, and Sex

Students by Color and Sex	Number of Students	Number of Children Wanted: One	Two or Three	Four or More	None	Don't Know or No Answer
SENIOR SAMPLE						
All Students						
Total	4,376	1.8	56.9	33.3	2.2	5.9
Male	2,150	1.4	59.6	28.3	2.0	8.7
Female	2,226	2.1	54.2	38.3	2.5	3.1
White Students						
Total	2,974	1.7	59.2	32.0	2.3	4.9
Male	1,510	1.8	65.6	23.1	2.3	7.3
Female	1,464	1.6	52.6	41.2	2.3	2.4
Nonwhite Students						
Total	1,402	1.9	51.8	36.2	2.1	7.9
Male	640	0.6	45.4	40.5	1.4	12.0
Female	762	3.0	57.1	32.7	2.8	4.5
SOPHOMORE SAMPLE						
All Students						
Total	5,400	2.9	58.0	28.8	1.8	8.5
Male	2,619	2.3	57.3	25.9	1.4	13.2
Female	2,781	3.5	58.7	31.6	2.1	4.1
White Students						
Total	3,589	2.3	58.7	29.0	1.7	8.3
Male	1,799	2.6	60.8	21.7	1.6	13.4
Female	1,790	2.0	56.5	36.4	1.9	3.2
Nonwhite Students						
Total	1,811	4.0	56.8	28.5	1.8	8.9
Male	820	1.6	49.6	35.0	1.1	12.7
Female	991	6.1	62.6	23.1	2.4	5.8

Number of Children Expected

In addition to the number of children the students wanted, they were asked to indicate how many children they expected to have. The answers to this question are summarized in Table 10. The relationships here are generally the same as for the number of children wanted except that the number expected is slightly lower than the number wanted. For example, 33.3 percent of the senior students said they wanted four or more children while only 31.9 percent said that they expected to have that number. On the other hand 4.0 percent of the senior students indicated that they wanted either no children or only one child while 5.0 percent expected to have no children or only one child.

Table 10.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Number of Children Expected, Color, and Sex

Students by Color and Sex	Number of Students	Number of Children Expected: One	Two or Three	Four or More	None	Don't Know or No Answer
SENIOR SAMPLE						
All Students						
Total	4,376	2.6	55.6	31.9	2.4	7.5
Male	2,150	2.1	55.6	29.7	1.9	10.6
Female	2,226	3.1	55.5	34.0	3.0	4.4
White Students						
Total	2,974	2.4	60.1	28.9	2.1	6.5
Male	1,510	2.2	62.3	24.3	1.9	9.2
Female	1,464	2.5	57.8	33.7	2.4	3.6
Nonwhite Students						
Total	1,402	3.1	45.9	38.1	3.1	9.6
Male	640	1.9	39.8	42.4	2.0	13.9
Female	762	4.2	51.1	34.7	4.1	6.0
SOPHOMORE SAMPLE						
All Students						
Total	5,400	4.1	53.4	27.6	3.1	11.8
Male	2,619	3.3	51.3	25.7	2.8	16.9
Female	2,781	4.9	55.3	29.6	3.3	6.9
White Students						
Total	3,589	3.1	56.0	26.6	2.4	12.0
Male	1,799	3.1	54.5	22.5	2.6	17.3
Female	1,790	3.1	57.4	30.7	2.2	6.6
Nonwhite Students						
Total	1,811	6.2	48.3	29.8	4.5	11.3
Male	820	3.9	44.4	32.4	3.3	16.0
Female	991	8.1	51.5	27.5	5.4	7.5

Mother Employed Outside the Home

A question designed to ascertain the relationship between educational and occupational goals and the mothers being employed outside the home was asked as follows:

> "Is your mother (or stepmother) presently employed outside the home?" (Circle one number):
>
> 1. Yes, full-time
> 2. Yes, part-time
> 3. No, but is looking for work
> 4. No, does not work and is not looking for work outside the home
> 5. Have no mother or stepmother
> 6. Don't know

Data reported in Table 11 indicated that a higher proportion of white students than of nonwhite students had mothers who were employed outside the home full-time. On the other hand, a higher proportion of nonwhite students reported that their mothers either worked outside the home on a part-time basis or were looking for work.

It is of interest to note that proportionately more than three times as many nonwhite students as white students reported that their mothers did not work but that they were looking for work. Conversely, in comparison to the nonwhite students, the proportion of white students reporting that their mothers did not work and were not looking for work was almost twice as high.

Table 11.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Mothers' Employment Status, Color, and Sex

Students by Color and Sex	Number of Students	Mothers' Employment Status: Employed: Full Time	Employed: Part Time	Unemployed: Looking For Work	Unemployed: Not Looking For Work	No Mother	Don't Know or No Answer
SENIOR SAMPLE							
All Students							
Total	4,376	47.9	11.3	6.3	30.9	1.6	2.2
Male	2,150	47.7	11.2	6.4	30.6	1.7	2.6
Female	2,226	48.0	11.3	6.2	31.1	1.4	1.9
White Students							
Total	2,974	49.9	9.4	3.4	35.4	0.8	1.1
Male	1,510	50.3	9.7	3.4	34.8	0.6	1.3
Female	1,464	49.5	9.2	3.4	36.1	1.0	0.9
Nonwhite Students							
Total	1,402	43.6	15.1	12.3	21.2	3.2	4.6
Male	640	41.6	14.7	13.4	20.6	4.2	5.5
Female	762	45.3	15.5	11.4	21.7	2.4	3.8
SOPHOMORE SAMPLE							
All Students							
Total	5,400	43.6	13.1	7.7	29.6	1.5	4.6
Male	2,619	43.1	13.5	7.1	29.6	1.5	5.2
Female	2,781	44.0	12.7	8.3	29.6	1.5	3.9
White Students							
Total	3,589	44.8	10.5	5.5	39.3	0.8	1.8
Male	1,799	44.7	10.9	5.3	35.7	0.4	2.4
Female	1,790	44.9	10.1	5.8	36.8	1.1	1.2
Nonwhite Students							
Total	1,811	41.1	18.2	12.0	15.8	2.9	9.9
Male	820	39.5	19.1	11.0	15.0	3.9	11.5
Female	991	42.4	17.5	12.9	16.5	2.1	8.5

Male Attitudes About Wives Working

The question used to measure the attitudes of male students toward wives working was constructed as follows:

> "If you get married, would you want your wife to work outside the home?" (Circle one number):
>
> 1. Not work outside the home at all
> 2. Work part-time until we have a child
> 3. Work full-time until we have a child
> 4. Work part-time even after we have children
> 5. Work full-time even after we have children

Some interesting racial differences in the attitudes of the male students about wives working can be seen from the data in Table 12. A larger proportion of the white male students held the traditional views concerning working wives than was true of the nonwhite male students. Almost half of the white males but only 27.7 percent of the nonwhite males indicated that they did not want their wives to work at all. On the other hand, 14.5 percent of the nonwhite males but only 4.0 percent of the white males wanted their wives to work full-time after they had children.

When sophomore and senior responses are compared, a shift away from traditional attitudes is noted as the students grow older. A smaller proportion of seniors expressed the desire that their wives not work at all. Also, a slightly larger proportion of seniors indicated that they wanted their wives to work full-time after they have children.

Table 12.--Percentage Distribution of South Carolina Male Sophomores (1966-67) and Seniors (1968-69) by Attitudes About Wives Working After Marriage and Color

Sample by Color	Number of Students	Male Attitudes About Wives Working: Not Work at All	Before Child: Part Time	Before Child: Full Time	After Child: Part Time	After Child: Full Time	No Answer
SENIOR SAMPLE							
All Students	2,150	43.1	21.3	18.0	5.3	7.1	5.3
White Students	1,510	49.6	21.0	17.3	3.8	4.0	4.3
Nonwhite Students	640	27.7	21.9	19.5	8.8	14.5	7.7
SOPHOMORE SAMPLE							
All Students	2,619	52.2	20.5	11.2	4.5	5.1	6.4
White Students	1,799	59.8	20.2	8.8	3.5	3.6	4.1
Nonwhite Students	820	35.7	21.2	16.3	6.6	8.4	11.6

Female Attitudes Toward Working After Marriage

As a part of the overall study of aspirations and occupations, the female students were asked about their attitudes relative to working after marriage. The question was phrased as follows:

> "What do you want to do about work outside the home after you are married?" (Circle one number):
>
> 1. Not work outside the home at all
> 2. Work part-time until I have a child
> 3. Work full-time until I have a child
> 4. Work part-time after I have children
> 5. Work full-time after I have children

Marked differences in the attitudes of white and nonwhite female students were observed (Table 13). While only 10.1 percent of the white girls expressed the wish to work full-time after the arrival of children in the home, 29.7 percent of the nonwhite girls expressed this desire. Although it was a relatively small proportion of both groups, the white female students indicated a desire not to work at all at a rate more than double that of the nonwhite girls, 8.9 and 3.8 percent respectively. Similarly, a larger proportion of whites expressed an interest in either part- or full-time work prior to having children. As compared to the sophomores, fewer senior girls expressed the desire not to work at all after marriage. Also, there was a slight decrease from sophomore to senior year in the proportion of girls who desired to work full-time after they had children.

Table 13.--Percentage Distribution of South Carolina Female Sophomores (1966-67) and Seniors (1968-69) by Attitudes Toward Working After Marriage by Color

Sample by Color	Number of Students	Female Attitudes About Wives Working					
			Before Child		After Child		
		Not Work at all	Part Time	Full Time	Part Time	Full Time	No Answer
SENIOR SAMPLE							
All Students	2,226	7.2	15.2	48.0	10.6	16.8	2.1
White Students	1,464	8.9	15.8	53.4	10.5	10.1	1.2
Nonwhite Students	762	3.8	13.9	37.7	11.3	23.7	3.7
SOPHOMORE SAMPLE							
All Students	2,781	9.7	18.7	35.5	13.6	19.1	3.4
White Students	1,790	10.6	21.0	39.2	14.8	12.7	1.7
Nonwhite Students	991	8.2	14.4	29.0	11.3	30.7	6.5

RESIDENTIAL ASPIRATIONS

An attempt was made to determine attitudes of the students concerning their preferences as to place of residence. They were asked about both their aspirations and their expectations with regard to place of residence.

Also, because of the relationship between place of employment and residence, the students were requested to indicate their attitudes about commuting to work. The students' answers to these questions are presented in this section.

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Desired Place of Residence

The question used to determine desired place of residence was as follows:

> "Of the kinds of places listed below, in which one would you most desire to live for the rest of your life?" (Circle one number):
>
> In a city
> 1. Very large
> 2. Small
>
> Near a city
> 3. In a town or village
> 4. In the country but not on a farm
> 5. On a farm
>
> Not near a city
> 6. In a town or village
> 7. In the country but not on a farm
> 8. On a farm

In administering the questionnaire, the definition of a large city, small city, town, farm and so on was left up to each student. Therefore, the answers must be interpreted as being large cities (etc.) as viewed by the student rather than some structured set of definitions from the Census or by the investigator.

The answers given to this question give little encouragement to the notion that we should slow or reverse the urban growth of our nation. Almost half of the students indicated that they desired to live in either a large or small city (Table 14). Another forty percent indicated that they desired to live near a city with only 3.5 percent desiring to live on a farm near a city. Only 236, or slightly more than 5 percent, of the 4,376 students reported that they wanted to live in a place not near a city.

Table 14.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Desired Place of Residence, Color, and Sex

Sample by Color and Sex	Number of Students	Desired Place of Residence								
		City		Near City			Not Near City			No Answer
		Large	Small	Town	Country, not farm	Farm	Town	Country, not Farm	Farm	
SENIOR SAMPLE										
All Students										
Total	4,376	21.9	26.9	12.3	27.9	3.5	0.6	3.3	1.5	2.0
Male	2,150	18.6	24.4	12.9	28.8	4.8	0.9	4.7	2.2	2.8
Female	2,226	25.1	29.4	11.6	27.1	2.3	0.4	2.0	0.8	1.3
White Students										
Total	2,974	16.0	29.8	12.9	29.0	4.8	0.6	3.4	1.8	1.8
Male	1,510	13.3	27.0	13.9	28.9	6.3	1.0	4.7	2.6	2.3
Female	1,464	18.7	32.6	11.8	29.0	3.3	0.3	2.0	1.0	1.2
Nonwhite Students										
Total	1,402	34.5	21.0	11.0	25.8	0.8	0.6	3.1	0.7	2.5
Male	640	30.9	18.1	10.6	28.6	1.3	0.6	4.7	1.3	3.9
Female	762	37.4	23.4	11.3	23.5	0.4	0.5	1.8	0.3	1.4
SOPHOMORE SAMPLE										
All Students										
Total	5,400	26.7	24.3	9.3	22.5	5.0	0.6	2.8	2.1	6.5
Male	2,619	20.7	22.9	9.3	24.3	6.9	0.8	3.9	3.6	7.7
Female	2,781	32.4	25.6	9.3	20.8	3.3	0.5	1.9	0.7	5.4
White Students										
Total	3,589	20.1	28.2	10.1	23.5	6.9	0.8	2.8	2.6	5.1
Male	1,799	14.8	25.8	9.6	25.4	9.3	1.0	3.7	4.2	6.2
Female	1,790	25.4	30.6	10.7	21.6	4.4	0.7	1.8	1.0	3.9
Nonwhite Students										
Total	1,811	40.0	16.6	7.7	20.6	1.4	0.3	2.9	1.2	9.4
Male	820	33.7	16.5	8.5	21.9	1.6	0.4	4.1	2.3	11.0
Female	991	45.2	16.7	7.0	19.5	1.2	0.2	1.9	0.2	6.1

Among both whites and nonwhites, females expressed a greater preference for city life. Also nonwhites favored the city as a place to live. Over 60 percent of nonwhite females but only 40 percent of white males indicated either a large or a small city as the place they would most like to live.

On the other hand, only 64 students indicated a farm not near a city as their ideal residence. Of these 64, only 10 were nonwhite. Again, it should be remembered that the students used their own definitions of farm, large city, etc. in answering these questions. More detailed analysis of the relationship of residential and occupational aspiration will be made at a later date.

Expected Place of Residence

Students were also requested to indicate from the same list of places, the kind of place in which they expected to live. Answers to this question are summarized in Table 15.

It can be seen from an examination of these data that in general a slightly higher proportion of the students expect to live in a city than <u>desire</u> to do so.

Table 15.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Expected Place of Residence, Color, and Sex

Sample by Color and Sex	Number of Students	Expected Place of Residence								
		City		Near City			Not Near City			No Answer
		Large	Small	Town	Country, not farm	Farm	Town	Country, not farm	Farm	
SENIOR SAMPLE										
All Students										
Total	4,376	19.9	34.7	13.3	22.6	2.4	0.8	2.9	1.1	2.3
Male	2,150	19.2	30.7	13.4	24.3	3.4	0.8	3.9	1.6	2.7
Female	2,226	20.6	38.6	13.2	21.0	1.4	0.8	2.0	0.6	1.8
White Students										
Total	2,974	14.4	39.3	14.5	22.0	3.3	0.8	2.7	1.4	1.7
Male	1,510	14.6	34.0	14.4	24.0	4.4	0.9	3.6	2.0	2.1
Female	1,464	14.1	44.9	14.5	19.9	2.0	0.8	1.8	0.8	1.3
Nonwhite Students										
Total	1,402	31.6	24.9	10.8	24.0	0.6	0.8	3.3	0.5	3.5
Male	640	30.0	22.8	11.1	25.0	0.9	0.8	4.4	0.8	4.2
Female	762	32.9	26.6	10.6	23.2	0.3	0.8	2.4	0.3	2.9
SOPHOMORE SAMPLE										
All Students										
Total	5,400	19.2	29.1	10.1	16.6	3.1	0.9	2.2	1.5	17.1
Male	2,619	16.1	25.8	8.9	18.1	4.1	1.0	2.9	2.6	20.3
Female	2,781	22.2	32.2	11.2	15.2	2.2	0.8	1.5	0.5	14.1
White Students										
Total	3,589	14.6	34.7	11.6	18.5	4.1	1.0	2.0	2.0	11.5
Male	1,799	13.2	29.6	10.4	20.2	5.4	1.2	2.7	3.2	14.1
Female	1,790	16.0	40.0	12.8	16.8	2.8	0.8	1.3	0.7	8.8
Nonwhite Students										
Total	1,811	28.4	18.0	7.0	12.9	1.3	0.8	2.6	0.7	28.4
Male	820	22.4	17.6	5.5	13.7	1.3	0.7	3.4	1.5	33.9
Female	991	33.3	18.4	8.2	12.3	1.2	0.8	1.9	0.1	23.8

Willingness to Travel 25 Miles to Work

Frequently, finding a job involves either a change in place of residence or commuting relatively long distances to work. In an attempt to determine attitudes of the high school students concerning commuting, the following question was asked of the senior students:

> "Would you accept a job that required you to travel 25 miles or more to work every day?" (Circle one answer):
>
> 1. Yes
> 2. No
> 3. Undecided

In several cases, reservations were expressed by the students when the question was read. The logical comment, "that it depended on the job", was made in several instances. The students were instructed to answer as though the job were otherwise acceptable. No attempt was made to establish any limits of pecuniary or other gains to be made by accepting a job this distance from home. The implicit meaning of the question (that we were primarily interested in attitudes toward the distance travelled to work each day) seemed to be understood by most of the students. That the high school students do not have strong feelings about distance travelled to work is indicated by the fact that except for nonwhite males, over one-third were undecided about whether or not they would be willing to work 25 miles or more from home (Table 16).

Almost half (47.3 percent) of the nonwhite males answered that they would be willing to travel 25 miles to work while only one-fourth (26.4 percent) of the white females so indicated. Conversely, 20.0 percent of nonwhite males but 36.0 percent of white females gave a negative answer to the question.

Table 16.--Attitudes on Commuting to Work of South Carolina High School Seniors (1968-69) by Color and Sex

Students by Color and Sex	Number of Students	Willingness to Work 25 Miles From Home			
		Yes	No	Undecided	No Answer
All Students					
Total	4,376	36.2	26.2	36.6	0.9
Male	2,150	44.9	18.7	35.4	1.0
Female	2,226	27.7	33.6	37.7	0.9
White Students					
Total	2,974	35.3	26.9	37.4	0.4
Male	1,510	43.9	18.1	37.5	0.5
Female	1,464	26.4	36.0	37.2	0.4
Nonwhite Students					
Total	1,402	38.2	24.8	35.0	2.0
Male	640	47.3	20.0	30.5	2.2
Female	762	30.6	28.9	38.7	1.8

ATTITUDES TOWARD MILITARY SERVICE

The military involvements of the United States, during the past decade especially, have resulted in military service being one factor affecting the occupational and educational decisions of the young people surveyed in this study. The possibility of being drafted for compulsory military service as well as the option of voluntary enlistments influence young people's decisions about their educational and occupational goals.

Military service, though usually of limited duration, is sometimes chosen as a life-time career. Of the 2,150 male seniors, 2.8 percent indicated military service as their desired occupation (Table 2, page 9).

In addition to the questions about occupational desires and educational plans, the students were asked questions dealing specifically with military service. Summaries to the answers to these questions are in-

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Students Desires Relative to Military Service

Students were asked the question: "Do you want to go into military service?" Responses were yes, no, or not sure. Results are shown in Table 17. Surprisingly, a higher proportion of white males (36.3 percent) than of nonwhite males (26.9 percent) answered yes to this question. Since it is generally accepted that nonwhites are disadvantaged in the labor market, the opposite would have been expected to be the case. It is possible that the new racial awareness that has developed in the last few years would, at least partially, account for these results. More in line with expectations, only 2.5 percent of white females but 9.6 percent of nonwhite females indicated that they wanted to go into military service. Approximately the same proportion of white and nonwhite males indicated that they did not want to go into military service. A larger proportion of nonwhite than of white males was not sure whether or not they wanted to go into military service.

It is interesting to note the change in attitudes about military service during high school.

The proportion of males indicating that they wanted to go into military service decreased from 47.8 percent for the sophomores to 33.5 percent for the seniors. The decrease for nonwhite males was greater than for white males. During the period between 1966-67 and 1968-69, there was an increasing involvement in the war in Vietnam and a growing opposition to this effort in the United States. Part of the change is undoubtedly due to the Vietnam situation and part may be attributed to the maturation of the students involved.

Table 17.--Percentage Distribution of South Carolina High School Soph. (1966-67) and Seniors (1968-69) by Attitudes Toward Military Service, Color and Sex

Sample by Color and Sex	Number of Students	Want to Go into Military Service			
		Yes	Not Sure	No	No Answer
SENIOR SAMPLE					
All Students					
Total	4,376	18.9	22.4	56.9	1.8
Male	2,150	33.5	31.1	33.9	1.5
Female	2,226	4.9	13.9	79.1	2.1
White Students					
Total	2,974	19.6	19.2	59.8	1.3
Male	1,510	36.3	29.4	33.6	0.7
Female	1,464	2.5	8.7	86.8	2.0
Nonwhite Students					
Total	1,402	17.5	29.1	50.6	2.8
Male	640	26.9	35.2	34.5	3.4
Female	762	9.6	24.0	64.2	2.2
SOPHOMORE SAMPLE					
All Students					
Total	5,400	28.2	26.2	44.6	1.0
Male	2,619	47.8	32.3	19.3	0.6
Female	2,781	9.7	20.5	68.4	1.4
White Students					
Total	3,589	28.2	22.1	48.9	0.8
Male	1,799	50.0	29.1	20.5	0.5
Female	1,790	2.9	15.1	77.4	1.1
Nonwhite Students					
Total	1,811	28.1	34.3	36.1	1.5
Male	820	42.9	39.4	16.8	0.9
Female	991	15.7	30.2	52.1	2.0

Expectations About Military Service

The students were further asked what they expected to do about military service.

"What do you expect to do about military service?" (Circle only one number):

1. Enlist
2. Wait to be drafted
3. Get out of going some way or other
4. Not eligible - I have a physical disability
5. I am a girl and do not plan to enlist

Of the female students a higher proportion of nonwhites (9.6) than of whites (2.9) indicated that they expect to enlist (Table 18). Almost half (48.2 percent) of the white males plan to enlist while fewer than one-third (31.4 percent) of the nonwhite males so indicated. A slightly higher proportion of nonwhite males than of white males answered that they planned to get out of going into military service some way (13.3 and 11.0 percent respectively).

Table 18.--Percentage Distribution of South Carolina High School Sophomores (1966-67) and Seniors (1968-69) by Expectations About Military Service, Color, and Sex

Sample by Color and Sex	Number of Students	Expect to do About Military Service					
		Enlist	Wait for Draft	Get out of Going	Physical Disability	Girl-Not Enlist	No Answer
SENIOR SAMPLE							
All Students							
Total	4,376	23.9	16.7	5.9	4.7	46.6	2.1
Male	2,150	43.2	33.5	11.7	9.2	-	2.3
Female	2,226	5.2	0.4	0.4	0.4	91.3	2.2
White Students							
Total	2,974	25.9	15.0	5.6	4.8	46.9	1.8
Male	1,510	48.2	29.3	11.0	9.2	-	2.2
Female	1,464	2.9	0.1	-	0.3	95.1	1.5
Nonwhite Students							
Total	1,402	19.5	20.4	6.7	4.5	46.0	2.9
Male	640	31.4	43.4	13.3	9.2	-	1.7
Female	762	9.6	1.0	1.2	0.5	84.0	3.7
SOPHOMORE SAMPLE							
All Students							
Total	5,400	33.6	14.8	3.4	2.8	43.9	1.5
Male	2,619	57.1	29.1	6.4	5.3	-	2.1
Female	2,781	11.5	1.3	0.6	0.5	84.9	1.3
White Students							
Total	3,589	34.9	12.8	3.4	2.5	44.9	1.5
Male	1,799	61.8	24.9	6.6	4.7	-	1.9
Female	1,790	7.9	0.7	0.1	0.2	90.1	1.0
Nonwhite Students							
Total	1,811	31.0	18.6	3.5	3.6	41.5	1.8
Male	820	46.8	38.4	5.9	6.6	-	2.4
Female	991	18.0	2.2	1.5	1.1	75.5	1.7

GUIDANCE COUNSELING

In recent years, a great deal of emphasis has been put on guidance counseling in high schools. Most high schools in South Carolina provide some kind of formal guidance program ranging from situations where a teacher is designated as counselor in addition to, or in lieu of, a portion of his or her regular duties to those where there is a separate guidance department with one or more professionally trained staff members.

Because of this emphasis on guidance and the amount of resources being provided, it is of interest to know something of how the students themselves feel about the guidance program. Several questions were included in this study in an attempt to make such an assessment. This section presents the results of some of these questions.

Student-Initiated Contacts with Guidance Counselor

The question used to measure student-initiated contacts with the guidance counselor follows:

> "Have you received (other than in the classroom) guidance counseling during this school year?" (Circle one number):
>
> 1. No
> 2. Once or twice
> 3. Three to five times
> 4. Six or more times

In answering this question, students were requested to record only those times they had sought help from the counselor on their own initiative and not to include contacts initiated by the counselor. Ideally, this question would have been asked of all students on the last day of school. The reader is reminded that these answers were given on days ranging from the second to the seventh month of the senior year. They

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should, therefore, not be interpreted to include all of the senior year but on the average, about half of the senior year.

From the data in Table 19 it can be seen that slightly more than one-third of the students had not contacted the guidance counselor at all. By sex and color, the range of students reporting no contact was from 25.5 percent for nonwhite males to 39.8 percent for white females. There was very little variation by sex and color of those reporting one or two contacts with approximately forty percent of all groups falling in this category.

More differences were observed as the number of contacts increased. Those reporting three to five contacts ranged from 11.7 percent of white females to 14.4 percent of nonwhite males. The most pronounced differences by color and sex were observed among those students reporting six or more personally-initiated contacts with the guidance counselors. The proportion of nonwhite students in this group was more than twice as high as the white students, 11.6 percent and 4.6 percent respectively. A higher proportion of both white and nonwhite males reported contacting the guidance counselor six or more times than was true of their female counterparts. The difference was greater for white students than for nonwhite students.

The fact that a higher proportion of white students came from homes with both parents present may account in part for the fact that the white students reported fewer contacts with the guidance counselor than did the nonwhite students.

Table 19.--Percentage Distribution of South Carolina High School Seniors (1968-69) by Number of Student-Initiated Contacts with Guidance Counselor, Color, and Sex of Student

Students by Color and Sex	Number of Students	Times Sought Help from Guidance Counselor					
		None	Once or Twice	Three to Five Times	Six or More Times	No Counselor	No Answer
All Students							
Total	4,376	34.5	42.7	13.3	6.8	1.9	0.8
Male	2,150	32.0	43.2	14.2	7.6	2.0	1.0
Female	2,226	37.0	42.3	12.4	6.1	1.7	0.6
White Students							
Total	2,974	37.3	43.5	12.9	4.6	1.5	0.2
Male	1,510	34.8	43.6	14.1	5.7	1.4	0.4
Female	1,464	39.8	43.4	11.7	3.5	1.6	0.1
Nonwhite Students							
Total	1,402	28.7	41.1	14.1	11.6	2.6	1.9
Male	640	25.5	42.0	14.4	12.2	3.6	2.3
Female	762	31.5	40.3	13.8	11.0	1.8	1.6

Helpfulness of Guidance Counselor

Senior students were requested to evaluate the guidance they had received in specific areas by use of the following questions:

"How helpful has the guidance counselor been in talking to you about the following": (Circle one number for each item)

	Very Helpful	Some Help	No Help
A. Occupational plans	3	2	1
B. Educational plans	3	2	1
C. Problems with school work	3	2	1
D. Personal problems	3	2	1
E. Marriage plans	3	2	1

The following section includes tables giving data and brief statements on the answers in each of these specific areas.

Occupational Plans

Approximately half of the white students, but only 16.7 percent of the nonwhite students reported that the counselor had been of no help with their occupational plans. On the other hand, one-tenth of the white students and two-fifths of the nonwhite students indicated that the counselor had been very helpful with their occupational plans (Table 20).

Table 20.--Evaluation of Counselor's Help with Occupational Plans by 4,376 South Carolina High School Seniors (1968-69) by Color and Sex of Student

Students by Color and Sex	Number of Students	Counselor's Help			No Counselor	No Answer
		No Help	Some Help	Very Helpful		
All Students						
Total	4,376	39.6	35.8	19.9	3.1	1.5
Male	2,150	39.5	35.6	19.7	3.4	1.7
Female	2,226	39.8	36.0	20.1	2.8	1.3
White Students						
Total	2,974	50.4	35.3	11.0	2.7	0.6
Male	1,510	50.7	34.9	10.9	2.8	0.7
Female	1,464	50.1	35.7	11.1	2.5	0.6
Nonwhite Students						
Total	1,402	16.7	36.9	38.9	4.0	3.4
Male	640	13.0	37.3	40.6	4.8	4.2
Female	762	19.8	36.6	37.5	3.3	2.8

Educational Plans

As would be expected, counselors were rated as helpful with educational plans by a majority of students. More than nine out of ten of the nonwhite students considered counselors helpful with educational plans (Table 21). Over half of the nonwhite students indicated that their counselors had been very helpful and only 9.3 percent stated that the counselors had been of no help in this area.

Among the white students, 24 percent reported that the counselors had been very helpful with educational plans and 29 percent indicated no help in this area.

There was slight differences in the responses by sex of student with a somewhat higher proportion of males, both white and nonwhite, reporting that the counselors had been very helpful with educational plans.

Table 21.--Evaluation of Counselor's Help with Educational Plans by 4,376 South Carolina High School Seniors (1968-69) by Color and Sex of Student

Students by Color and Sex	Number of Students	Counselor's Help				
		No Help	Some Help	Very Helpful	No Counselor	No Answer
All Students						
Total	4,376	22.7	38.8	33.8	3.2	1.4
Male	2,150	21.1	37.8	35.6	3.8	1.7
Female	2,226	24.3	39.8	32.1	2.7	1.1
White Students						
Total	2,974	29.0	43.7	24.0	2.7	0.6
Male	1,510	27.0	42.6	26.8	2.9	0.7
Female	1,464	31.1	44.7	21.1	2.5	0.5
Nonwhite Students						
Total	1,402	9.3	28.6	54.7	4.3	3.1
Male	640	7.0	26.4	56.6	5.8	4.2
Female	762	11.3	30.4	53.1	3.0	2.1

School Work

Over half of the white students and more than one-fourth of the nonwhite students reported that the counselor had been of "no help" to them with their school work (Table 22). Conversely, one-fourth of the nonwhite and only one-tenth of the white students indicated that their counselor had been "very helpful" in this area. Male students generally ranked counselors as more helpful with school work than did the female students.

Table 22.--Evaluation of Counselors Help with School Work by 4,376 South Carolina High School Seniors (1968-69) by Color and Sex of Student

Students by Color and Sex	Number of Students	Counselor's Help			No Counselor	No Answer
		No Help	Some Help	Very Helpful		
All Students						
Total	4,376	50.3	30.1	14.5	3.2	1.8
Male	2,150	45.3	33.6	15.5	3.5	2.1
Female	2,226	55.3	26.8	13.6	2.9	1.4
White Students						
Total	2,974	60.5	25.9	10.0	2.8	0.8
Male	1,510	55.7	29.6	11.0	2.8	0.9
Female	1,464	65.5	22.1	9.0	2.7	0.7
Nonwhite Students						
Total	1,402	28.7	39.1	24.1	4.1	3.9
Male	640	20.6	43.0	26.1	5.2	5.2
Female	762	35.6	35.8	22.4	3.3	2.9

Personal Problems

Guidance counselors were not considered to be very helpful by the students in dealing with their personal problems (Table 23).

Only 3.2 percent of the white students and 12.9 percent of the nonwhite students indicated that eheir counselors had been very helpful with their personal problems. On the other hand, 83.5 percent of the white students and 52.1 percent of the nonwhite students reported that their counselors had been of no help with their personal problems. Only minor differences were observed when students were divided by sex.

No effort was made in this regard to refine these data by the extent to which students considered themselves to have personal problems. It is possible, therefore, that at least in part, the reason that the counselors were considered to be of no help in this regard was that the students had not perceived themselves to have any personal problems.

Table 23.--Evaluation of Counselor's Help with Personal Problems by 4,376 South Carolina High School Seniors (1968-69) by Color and Sex of Student

Students by Color and Sex	Number of Students	Counselor's Help				
		No Help	Some Help	Very Helpful	No Counselor	No Answer
All Students						
Total	4,376	73.5	14.7	6.3	3.4	2.1
Male	2,150	71.3	16.4	5.8	3.9	2.5
Female	2,226	75.5	13.0	6.8	3.0	1.7
White Students						
Total	2,974	83.5	9.4	3.2	2.9	1.0
Male	1,510	82.9	10.3	2.6	3.0	1.1
Female	1,464	84.2	8.5	3.8	2.8	0.8
Nonwhite Students						
Total	1,402	52.1	26.0	12.9	4.5	4.5
Male	640	44.1	30.9	13.3	5.9	5.8
Female	762	58.9	21.8	12.6	3.3	3.4

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Marriage Plans

Not surprisingly, very few of the students considered the counselor to be very helpful with marriage plans (Table 24). This is to be expected because it is probable that few of the students who were enrolled in the senior year of high school had reached the stage of making plans for marriage and that only a small proportion of those who had started planning for marriage would turn to the guidance counselor for assistance or advice about such plans.

There were some interesting differences by color and sex of the students. Only 0.8 percent of the white males but 6.7 percent of the nonwhite females indicated that the counselor had been "very helpful" with marriage plans. Conversely, 92.3 percent of the white males and 68.3 percent of the nonwhite males reported that the counselors were of "no help" in this regard. As previously noted, it is likely that many of the students who had considered marriage had dropped out of school before the survey was made.

Table 24.--Evaluation of Counselor's Help with Marriage Plans by 4,376 South Carolina High School Seniors (1968-69) by Color and Sex of Student

Students by Color and Sex	Number of Students	Counselor's Help				
		No Help	Some Help	Very Helpful	No Counselor	No Answer
All Students						
Total	4,376	85.7	5.5	2.7	3.6	2.5
Male	2,150	85.1	5.6	2.0	4.1	3.2
Female	2,226	86.3	5.3	3.4	3.1	1.8
White Students						
Total	2,974	91.7	3.1	1.2	2.9	1.1
Male	1,510	92.3	2.5	0.8	3.1	1.4
Female	1,464	91.1	3.7	1.6	2.7	0.9
Nonwhite Students						
Total	1,402	73.1	10.6	5.9	5.1	5.3
Male	640	68.3	13.0	5.0	6.4	7.3
Female	762	77.2	8.5	6.7	3.9	3.7

SUMMARY

This is the initial report resulting from a two stage study of aspirations and expectations of a state-wide sample of high school students in South Carolina. Responses were obtained from 5,400 sophomores in 41 high schools in 1966-67 and from 4,376 seniors in the same schools in 1968-69. Of the latter, 3,497 were matched by name with the sophomore responses, making it possible to analyze changes in responses from the sophomore year to the senior year for this group.

Results of the study reveal that there is great disparity between the expressed occupational aspirations of the students and the actual employment mix by occupation of the employed labor force in South Carolina in 1960. For example, 25.3 percent of the white male employed workers in 1960 were in the operative category while only 1.7 percent of the white male seniors occupational aspirations were so classified. This implies that some adjustments will have to be made in the occupations available in South Carolina, actual occupation will differ from desired occupation, or that some white males will seek employment outside South Carolina. Similar differences were observed for the other color-sex groups.

In general, the students expressed high educational aspirations with those of nonwhite students being somewhat lower. As compared to whites, a higher proportion of the nonwhite students aspired to vocational or technical training after high school as their terminal education. This is possibly realistic on the part of these students because of the limited financial resources of many of their parents and

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the general availability of relatively low cost state-supported technical education centers in the state.

With regard to marriage, 93.7 percent of the senior students expressed the desire to marry some day. One third of the senior students indicated that they wanted four or more children in their families with a slightly smaller percentage expecting to have that number. It was of interest that 43.1 percent of the male senior students indicated that they did not want their wives to work outside the home after marriage while only 7.2 percent of the female seniors expressed this desire.

Almost half of the senior students expressed the desire to live in a city while only one in twenty indicated that they wanted to live on a farm. A higher proportion of nonwhites than whites aspired to live in urban areas.

Of the male seniors, more than one-third of the whites but only slightly more than one-fourth of the nonwhites indicated that they wanted to go into military service.

The senior students were asked several questions concerning their evaluation of guidance counseling. Slightly more than one-third reported that they had never consulted the guidance counselor on their own iniative. Less than one in five reported consulting the counselor three or more times. One in five of the white students but two in five of the nonwhites reported that the guidance counselor had been very helpful about their occupational plans. Nonwhites reported more help from counselors in other areas of educational plans, school work, personal problems and marriage plans.